

# Academic Reference

## Current English Teacher Recommendation 3A-2

 Copies of this form may be downloaded online at [www.mayfieldsenior.org](http://www.mayfieldsenior.org)

### To The Applicant

Please fill in the lines below and then give this form to your English teacher. He or she will appreciate being given plenty of time to complete the form, as well as a stamped envelope in which to mail it directly to Mayfield Senior School. **Recommendations are due January 15, 2010.**

Name of Applicant \_\_\_\_\_  
*First* *Middle* *Last*

Present School \_\_\_\_\_  
*Official Name*

School Address \_\_\_\_\_  
*Street* *City* *State* *Zip Code*

### To The Recommender

This form will be used only by the Admissions Committee and not become part of the cumulative folder of the prospective student; therefore, this form will not be open to general review and will be destroyed when the admissions process is completed. Thank you for your time in preparing this report. Your carefully considered assessment will have a direct bearing on the candidate's application.

**Recommendations are due January 15, 2010.**

In the space below (or on a separate sheet), please write a brief description of your impression of the applicant as a student.

How long have you known the applicant?

Does the student achieve with academic support, outside of what the school provides?

Please check one of the following:

- I strongly recommend this student.
- I recommend this student.
- I recommend this student with reservations. (Please state your reservations.)
- I do not recommend this student. (Please state your reasons.)
- I would like to discuss this recommendation with the Director of Admissions. Please contact me at the number below.

Is there any additional information that you think might or should influence our decision?

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_  
*First* *Middle* *Last*

Contact Number ( \_\_\_\_\_ ) \_\_\_\_\_ Best Times \_\_\_\_\_

(over)

Applicant's Name \_\_\_\_\_

Thank you for taking time to fill out this checklist. For your convenience, a number of local independent schools are using a common form for the Teacher Recommendation. Please feel free to photocopy this checklist in the event that this student is applying to more than one school. Though each school may vary in the emphasis that it places on the qualities listed below, every school is interested in the descriptive student profile that this checklist provides.

1. Academic achievement	<input type="checkbox"/> below expectations	<input type="checkbox"/> better than tests	<input type="checkbox"/> good	<input type="checkbox"/> outstanding
2. Ability to work in a group	<input type="checkbox"/> has great difficulty	<input type="checkbox"/> sometimes has difficulty	<input type="checkbox"/> usually effective	<input type="checkbox"/> always works well
3. Ability to work alone	<input type="checkbox"/> has great difficulty	<input type="checkbox"/> needs help frequently	<input type="checkbox"/> needs help occasionally	<input type="checkbox"/> always works well
4. Participation in discussions	<input type="checkbox"/> rarely contributes	<input type="checkbox"/> wants to dominate	<input type="checkbox"/> contributes occasionally	<input type="checkbox"/> joins in readily
5. Classroom conduct	<input type="checkbox"/> frequent disruptions	<input type="checkbox"/> occasional misconduct	<input type="checkbox"/> usually good behavior	<input type="checkbox"/> good conduct
6. Written Expression	<input type="checkbox"/> poor	<input type="checkbox"/> limited	<input type="checkbox"/> good	<input type="checkbox"/> excellent
7. Ability to express ideas orally	<input type="checkbox"/> limited	<input type="checkbox"/> has some difficulty	<input type="checkbox"/> good	<input type="checkbox"/> exceptional
8. Daily preparation	<input type="checkbox"/> poor	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> excellent
9. Use of time	<input type="checkbox"/> uses poorly	<input type="checkbox"/> occasionally wastes	<input type="checkbox"/> usually uses well	<input type="checkbox"/> always uses effectively
10. Follows directions	<input type="checkbox"/> rarely	<input type="checkbox"/> needs much help	<input type="checkbox"/> needs help occasionally	<input type="checkbox"/> quickly and effectively
11. Critical thinking	<input type="checkbox"/> limited	<input type="checkbox"/> fair	<input type="checkbox"/> frequently perceptive	<input type="checkbox"/> exceptionally perceptive
12. Seeks help when needed	<input type="checkbox"/> rarely	<input type="checkbox"/> occasionally	<input type="checkbox"/> usually	<input type="checkbox"/> always
13. Effort/drive	<input type="checkbox"/> limited	<input type="checkbox"/> sporadic	<input type="checkbox"/> usually good	<input type="checkbox"/> maximum
14. Attention span	<input type="checkbox"/> easily distracted	<input type="checkbox"/> occasionally distracted	<input type="checkbox"/> usually good	<input type="checkbox"/> exceptionally good
15. Leadership potential	<input type="checkbox"/> a follower	<input type="checkbox"/> leads when given responsibility	<input type="checkbox"/> seeks opportunities	<input type="checkbox"/> a natural leader
16. Initiative	<input type="checkbox"/> never initiates	<input type="checkbox"/> rarely shows initiative	<input type="checkbox"/> occasionally initiates	<input type="checkbox"/> often initiates
17. Stability	<input type="checkbox"/> easily frustrated	<input type="checkbox"/> seeks much attention	<input type="checkbox"/> somewhat tense	<input type="checkbox"/> stable
18. Curiosity	<input type="checkbox"/> limited	<input type="checkbox"/> occasional	<input type="checkbox"/> frequent	<input type="checkbox"/> consistent
19. Imagination	<input type="checkbox"/> little	<input type="checkbox"/> fair	<input type="checkbox"/> active	<input type="checkbox"/> highly developed
20. Integrity	<input type="checkbox"/> questionable	<input type="checkbox"/> usually trustworthy	<input type="checkbox"/> trustworthy	<input type="checkbox"/> highly developed
21. Consideration of others	<input type="checkbox"/> rarely considerate	<input type="checkbox"/> usually considerate	<input type="checkbox"/> considerate	<input type="checkbox"/> extremely thoughtful
22. Social Adjustment with peers	<input type="checkbox"/> relates poorly	<input type="checkbox"/> has occasional problems	<input type="checkbox"/> usually relates well	<input type="checkbox"/> healthy relationship
23. Sense of humor	<input type="checkbox"/> rarely laughs or smiles	<input type="checkbox"/> fair	<input type="checkbox"/> good	<input type="checkbox"/> delightful
24. Self-confidence	<input type="checkbox"/> needs much reassurance	<input type="checkbox"/> appears overly confident	<input type="checkbox"/> needs some support	<input type="checkbox"/> positive self-image
25. Parent participation in child's education	<input type="checkbox"/> rarely involved	<input type="checkbox"/> overly involved	<input type="checkbox"/> sometimes involved	<input type="checkbox"/> appropriately involved
26. Parent cooperation	<input type="checkbox"/> unknown	<input type="checkbox"/> uncooperative	<input type="checkbox"/> fair	<input type="checkbox"/> good
27. Parent expectations	<input type="checkbox"/> unknown	<input type="checkbox"/> unrealistic	<input type="checkbox"/> realistic	<input type="checkbox"/> other